



Australian Government

Department of Education, Employment and Workplace Relations

TAEASS402A Assess competence

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.
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Application of the Unit

Application of the unit	This unit typically applies to assessors.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for assessment	1.1. Interpret <i>assessment plan</i> and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2. Access and interpret relevant <i>benchmarks for assessment</i> and nominated <i>assessment tools</i> to confirm the requirements for evidence to be collected 1.3. Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4. Organise <i>specialist support</i> required for assessment 1.5. Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1. Use agreed <i>assessment methods</i> and tools to gather, organise and document evidence in a format suitable for determining competence 2.2. Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3. Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4. Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1. Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to <i>individual differences</i> and enables two-way <i>feedback</i> 3.3. Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4. Access required specialist support in accordance with the assessment plan 3.5. Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1. Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2. Use judgement to infer whether competence has

ELEMENT	PERFORMANCE CRITERIA
	<p>been demonstrated, based on the available evidence</p> <p>4.3. Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan</p> <p>4.4. Provide clear and constructive feedback to candidate regarding the assessment decision and develop any follow-up action plan required</p>
5. Record and report the assessment decision	<p>5.1. Record assessment outcomes promptly and accurately</p> <p>5.2. Complete and process an assessment report according to agreed assessment procedures</p> <p>5.3. Inform other relevant parties of the assessment decision according to confidentiality conventions</p>
6. Review the assessment process	<p>6.1. Review the assessment process in <i>consultation</i> with relevant people to improve own future practice</p> <p>6.2. Document and record the review according to relevant assessment system policies and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
 - break down competency standards
 - interpret assessment tools and other assessment information, including those used in RPL
 - identify candidate needs
 - make judgements based on assessment of available evidence
- observation skills to:
 - recognise candidate's prior learning
 - determine candidate's performance
 - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
 - access required human and material resources for assessment
 - access assessment system policies and procedures
 - access RPL policies and procedures
 - evaluate evidence
 - evaluate assessment process
- cognitive skills to:
 - weigh up the evidence and make a judgement
 - consider and recommend reasonable adjustments
- decision-making skills to:
 - recognise a candidate's prior learning
 - make a decision on a candidate's competence
- literacy skills to:
 - read and interpret relevant information to conduct assessment
 - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
 - explain the assessment, including RPL process
 - give clear and precise instructions
 - ask effective questions
 - provide clarification
 - discuss process with other relevant people
 - give appropriate feedback
 - discuss assessment outcome

REQUIRED SKILLS AND KNOWLEDGE

- use language appropriate to candidate and assessment environment
- establish a working relationship with candidate

Required knowledge

- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - criterion-referenced assessment as distinct from norm-referenced assessment
 - competency standards as the basis of qualifications
 - structure and application of competency standards
 - principles of assessment and how they are applied
 - rules of evidence and how they are applied
 - range of assessment purposes and assessment contexts, including RPL
 - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
 - reasonable adjustments and when they are applicable
 - types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
 - potential barriers and processes relating to assessment tools and methods
 - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - training packages and competency standards
 - licensing requirements
 - industry and workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:

REQUIRED SKILLS AND KNOWLEDGE

- requirements for reporting hazards and incidents
- emergency procedures
- procedures for use of relevant personal protective equipment
- safe use and maintenance of relevant equipment
- sources of OHS information

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
- assess at least one candidate for RPL
- consider reasonable adjustment and the reasons for decisions in at least one assessment
- cover an entire unit of competency and show:
 - the application of different assessment methods and tools involving a range of assessment activities and events
 - two-way communication and feedback
 - how judgement was exercised in making the assessment decision
 - how and when assessment outcomes were recorded and reported
 - assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements
 - how the assessment process was reviewed.

Context of and specific resources for assessment

Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.

Method of assessment

Guidance information for assessment

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Assessment plan</i> may include:</p>	<ul style="list-style-type: none"> • overall planning, describing: <ul style="list-style-type: none"> • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
<p><i>Benchmarks for assessment:</i></p>	<ul style="list-style-type: none"> • refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
<p><i>Assessment tools</i> may include:</p>	<ul style="list-style-type: none"> • both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods • instruments to be used for gathering evidence, such as: <ul style="list-style-type: none"> • profile of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for evaluating work samples • candidate self-assessment materials • procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.
<p><i>Specialist support</i> may include:</p>	<ul style="list-style-type: none"> • assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.

RANGE STATEMENT	
<i>Assessment methods</i> include:	<ul style="list-style-type: none"> • particular techniques used to gather different types of evidence, such as: <ul style="list-style-type: none"> • direct observation • structured activities • oral or written questioning • portfolios of evidence • review of products • third-party feedback.
<i>Individual differences</i> may include:	<ul style="list-style-type: none"> • English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and presentation.
<i>Consultation</i> may involve:	<ul style="list-style-type: none"> • moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Unit sector	Assessment
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		